Final Report:
SIAST Committee of Review

Submitted to the Honorable Carol Teichrob
Minister of Education
July 27, 1992

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Foreword From the Chair

On October 30, 1987 the provincial legislature created the Saskatchewan Institute of Applied Science and Technology (SIAST), under Bill 46, the Institute Act. SIAST was created by the merger of the four institutes of Moose Jaw, Prince Albert, Regina and Saskatoon, the urban community colleges and Northland College. As mandated by the Institute Act, the new institute had broad powers to "ensure flexibility and responsiveness in programming to meet community, professional and economic need." The Act called for a review of SIAST within the first five years of its existence.

Accordingly, the SIAST Committee of Review was officially struck in February 1992 by the Hon. Carol Teichrob, minister of education. Named to the committee were the following five persons: Marguerite Gallaway (Estevan), Ross Giles (Regina), Stan Green (Saskatoon), Connie Phenix-Burrows (Saskatoon) and Donavon Young (Regina). The committee commenced its review on March 1, having July 31 as the target date for completion of its task.

The committee reviewed the mandate of SIAST and its terms of reference, giving close scrutiny to the following issues: governance structure, operational mode, program rationalization, interaction with stakeholders and related partners, and budget and finance. In the course of its review, the committee also identified a number of significant, related issues, which it has brought to the attention of the minister of education for her consideration.

On behalf of the committee, I would like to thank the very dedicated and committed SIAST staff members for their cooperation in this review. I would also like to thank all those who participated in the review process and assisted the committee in the compilation of the final report. The response to the review process was, for the most part, positive and extremely gratifying.

Finally, I would like to offer my sincere thanks to my colleagues — the members of the committee — for giving their time and energy, for sharing their expertise, and for their total commitment to the task at hand.

During our hearings, we were frequently reminded that the **student** is the raison d'etre of SIAST and that he/she has a legislated right to the highest quality of education, delivered in the most effective and efficient manner. Therefore, we trust that this review will result in a better education system for all.
Respectfully submitted,

Stan Green,
Chair
July 27, 1992

Executive Summary

Context

The social and economic success of this province will, increasingly, be linked to the educational development of its residents. The challenges will be many. For government, the challenges will be to promote lifelong learning among all its people and to facilitate coordination among institutions so as to rationalize services; for educational institutions, the challenge will be to attune themselves, ever more finely, to the needs and aspirations of their students, while listening to what the ever-changing marketplace says it needs and wants.

The analysis and recommendations arise from our attempt to comprehend these challenges and to prepare SIAST to meet them.
In its present state, the institute is not ready to deal with the future. We believe that its existence depends on immediate action being taken.

Framework for the Future

- We believe that SIAST must interpret its mandate more liberally, in order to provide a broader education for students and thereby ensure their place in a rapidly changing workplace.
- We believe that SIAST must strive for greater public accountability and that it must work in concert with SaskEd, in equal partnership, toward a better understanding of the educational needs of the province and a unified approach to program development and delivery.
- We believe that SIAST must strive to involve the campuses, their respective communities, and the business and industrial sector in program development and rationalization. Therefore, we believe that the institute must communicate with all stakeholders — internal and external — when determining program development and rationalization.
- We believe that SIAST students and staff are the institute's most important assets.
- We believe that the vision for SIAST must be shared, if a constancy of purpose is to be created for all.
- We recommend a downsizing of central office and the concomitant empowerment of the campuses.
- We recommend that SIAST develop a comprehensive strategic plan, in consultation with all its staff and constituencies.

Our Task And How We Went About It

The SIAST Committee of Review was given a time frame of five months, March 1 to July 31, in which to complete its task. To facilitate the review the following process was established.

The review was carried out in three phases. **Phase one** focused on the various staff components at SIAST. An extensive review was conducted at each of the four campuses and central office. **Phase two** was directed at related educational partners. Included in this group were representatives from the two universities, the K-12 system, the regional colleges, Dumont Technical Institute, The Saskatchewan Indian Institute of Technologies, private schools and colleges, and other organizations. **Phase three** concentrated on external stakeholders which impact on SIAST, such as business and industry, chambers of commerce, provincial and community organizations, parents, alumni and various departments of government. This latter phase was assisted by public forums held in each of the four centers concerned.

The committee utilized meetings, interviews, surveys, questionnaires, and other appropriate communication vehicles. The participation of SIAST staff in this exercise was gratifying. Approximately one hundred briefs were received from faculty and students alone. Some excellent and positive suggestions were advanced for consideration by the committee. Perhaps the key to this response was the commitment from both parties to the attainment of a better SIAST. The guarantee of confidentiality certainly facilitated this response.

The committee met on a regular basis throughout the course of the review. The information gleaned from the meetings, interviews, written submissions, letters, forums, and other sources, was analysed, synthesized, and written into the report with full committee concensus. We trust the report will be viewed as meaningful and helpful to the minister and the board of directors.

In the pages that follow, the problems of SIAST are presented as we heard them. Our considered thinking follows and concludes with recommendations. To give the reader a better understanding of the seriousness of the present situation within SIAST and the expectations for recovery (which the review process has inadvertantly created), the following quotations have been selected as representative of the many comments made to this committee.

In Their Own Words

What We Heard

"Essentially, job security has replaced all other concerns in the workplace. Under such conditions, quality of working life, job satisfaction and, possibly, productivity have deteriorated. When combined with the growing centralization and top-heavy administration of SIAST, the result is further alienation of employees from their work and their employer."

"Campus X employees generally view the central office with distrust bordering on contempt."

"The human resources record of SIAST is abysmal. Nobody at head office or on the campuses in this group seems to care at all about the employees — unless they are their friends."

"Some people are calling the Banner system our Gigatext."

"We are quite comfortable with the Banner system ... even though the selection process may have been flawed."

"If staff and students are perceived as dummies to be pushed to and fro by top management, something must be done! This type of so-called leadership must be done away with and new people and/or structures implemented that put quality education, employees, students and the community first."

"There has to be a more appropriate and timely budget-development process which enables the campuses to plan and respond quickly to key technological, economic and social trends so SIAST can be a significant contributor to Saskatchewan and its people.... This process should be in reverse to what's now occurring, so that the campuses receive their fair share first and Avord Centre operates with what's left."

"Publicly funded educational institutions operating as players in the marketplace is an absurd and risky role. SIAST has lost money in desperate attempts to compete with other agencies. One must question whether taxpayers would approve of tax dollars being used in a game of risk in the education marketplace."

"If SIAST can't provide the necessary high tech training which our industry requires, they might as well close the place down."

"The destructive manner in which the 1987 (sic) rationalization and resultant downsizing occurred has created psychological scars that have literally disfigured many faculty. Combine this with the continual pressure to do more with less, to adjust to continual change in our internal and external environments, to face annual reductions in programs and services, and you have the potential for a human resources disaster."

"This is a very complex, confused organization. We need some help if we are to survive and thrive. Therapeutic help!"

"PCIR is a very worthwhile and needed process for SIAST ... participation in this committee provides me with the bigger picture. It's unfortunate every SIAST staff member couldn't be immersed in this process."

"We should go back to the old community college-institute system."

"If approximately 10% of SIAST's employees have filed grievances, and probably another 10% want to but are afraid to file, and many others are unhappy with management's operation, then it's time to correct this problem and begin to foster good employee/employer relations, creating a new era of employee trust and reducing the frustration felt by most of its employees."

"Sooner or later, someone is going to have to bite the bullet because we cannot afford the present system. The day of reckoning is here!"

"There is great mistrust of management on the part of the employees at Campus Y. Personal opinions are carefully guarded. Fear of job loss is intense. Pride in the work one does has all but vanished. Professionalism has been stifled. A very bleak picture, indeed!"

"Corporate office has not improved working conditions or made any significant contribution to our corporate well-being, but has managed to syphon millions of educational dollars away from its mandated purpose."

"What SIAST needs is a philosophy of education that is humane, down-to-earth and sufficiently humble. Above all, SIAST administrators must understand and respect the central role of the classroom instructor."

"Present strengths of SIAST include the provincial focus, a new focus on program review and evaluation, and significant progress in education equity issues."

"The perception of many instructors of SIAST's management philosophy is that it is long on image and short on substance."

"The principal's role is undervalued. They are seen as middle managers rather than educational leaders."

"We perceive that there is a widespread feeling of futility, even as persons prepare to respond to a review committee who have specifically requested staff contributions."

"How are we to improve the quality of education while being deprived of the power to do so?"

"There's a price for education. Education has to be subsidized. Breaking even may have been the wrong concept."

SIAST At The Crossroads

The committee believes that the social and economic success of this province will, increasingly, be linked to the educational development of its residents. The challenge for government will be to promote the participation of individuals and organizations in the learning process, and to enable it to occur. In addressing this challenge, the government should focus on promoting lifelong learning, ensuring accessibility for all, and assisting individuals, organizations and communities in the design and management of their own learning.

To this end, the committee considers the recommendations in this report to be crucial to the construction of a stronger, healthier SIAST. We recommend that the minister act as quickly as possible, instructing the board of directors of SIAST to take the appropriate steps to address the issues at hand.

In addition to the main recommendations, we are submitting a series of recommendations which focus on related issues and which the board may address at its convenience.

We firmly believe that SIAST is at a crossroads. For reasons given in the body of this report, a volatile climate exists at the campus level, characterized by widespread dissatisfaction among students and staff. We believe they are looking for clear direction and solutions to the pressing problems SIAST faces. We are convinced that the existence of the institute depends on immediate action being taken and a clear change-implementation plan being put into place.

It is not unusual for organizational mergers to have turbulent beginnings. Organizations, like people, take time to develop and mature. A structure can be, and in SIAST's case was, put in place in several months. However, there appears to have been little, if any, consideration for the integration of the people involved in the merger. The problem still exists.

Integration, along with the testing and fine-tuning of various organizational elements, takes time and needs to be managed rather than mandated from above or discounted as something that will disappear with time.

Without planned management of the merger, unproductive patterns of "being and doing" have been inadvertently created. There was no early intervention into areas of risk that could present problems. As a result, there is a lack of alignment between central office and the four campuses and among the four campuses. There is also a wide disparity between SIAST's vision and its operations.

One of the major challenges for SIAST is to effectively manage its daily operations and, at the same time, define and implement necessary changes.

SIAST Mandate

Bill 46 of the Saskatchewan Legislature, which established the Saskatchewan Institute of Applied Science and Technology, states the following:
The institute may provide:

- courses and programs of study, instruction and training in academic, scientific, trade, technical, technological and vocational fields of education
- at campuses designated by the minister, university programs by agreement and on the basis agreed to with any university within or outside of Saskatchewan
- courses or programs of instruction or training that have been determined to be required with respect to a trade pursuant to the Apprenticeship and Trade Certification Act
- courses, programs and seminars of a continuing education nature
- off-campus credit programs, where those programs are provided through a regional college as defined in the Regional Colleges Act
- career counselling and basic education upgrading
- services to governments, corporations, persons or other bodies relating to courses or programs it provides or expertise or facilities it possesses, on any terms that it considers appropriate
- any other postsecondary education and training-related functions or activities that may be prescribed by the lieutenant-governor in council.

What We Heard

It seems that the institute is providing courses and programs as directed, with respect to (a) above. The dedication and commitment of the instructors is generally evident. Nevertheless, individuals expressed concern about the institute's capacity to address successfully this portion of the mandate. Repeatedly, we heard that some opportunities to serve the needs of the business community have been lost and that each of the losses presents a negative image for SIAST. According to staff members and industry stakeholders, SIAST's inability to respond quickly to such needs results from its slow administrative process and from campus territorial conflicts with respect to program delivery.

Staff members at every campus expressed concern that SIAST had defined too narrowly its mandate as a job-training institution, at a time when a broader education is necessary to ensure one's participation in a rapidly changing workplace. Because of continuous technological change students can no longer prepare for one lifelong occupation but must acquire skills in problem solving, adapting to change, stress management and effective human relations. Some staff members suggested that SIAST should accept broader responsibility for the development of responsible and productive citizens. Indeed, several individuals posed the theory that when a student takes a noncredit course his/her interest in continuing education may lead to enrollment in more courses and, possibly, to formal career training and employment.

SIAST has made the decision to position itself as a career-training institution and has paid little attention to continuing education in the broader sense. Staff members reported that the institute's participation in personal development programs has declined in the past decade. Many expressed doubt that the needs for continuing education are being met, especially in rural communities.

What We Think

The SIAST mandate is acceptable as written, but it requires broader interpretation. The program offerings should include additional components which will prepare graduates for the complexity of our modern world and further develop the competencies and skills which are at the core of the new K-12 curriculum. All campuses should be empowered to respond quickly to the specific training needs of business and industry in each community. Designated campuses should continue to deliver core programs.

Recommendations

1. That SIAST retain its career education focus. At the same time, curriculum should be broadened to include the common essential learnings such as communication, problem-solving and decision-making skills.

2. That SIAST develop an overall plan that will address the non credit continuing education needs of the various communities it serves.

Governance

Governance Structure

What We Heard

There appears to be a strong consensus within the organization that the role of central office should be clearly defined and that it should be very different from the one it currently plays. According to the vast majority of the people we heard, SIAST is overly centralized and top heavy. It is excessively bureaucratic and authoritarian.

Decision making is from the top down and, because it apparently is not collegial, it inspires little confidence at the campus level. Indeed, many staff members told us that they feel disempowered and therefore frustrated by the management style at central office and by the impact of that management style on the effectiveness of their own principals.

Rather than resulting in efficiency and productivity, the present operation has caused confusion, low morale and a decline in the quality of the institution's programs. Central office is perceived to control rather than to support the campuses.

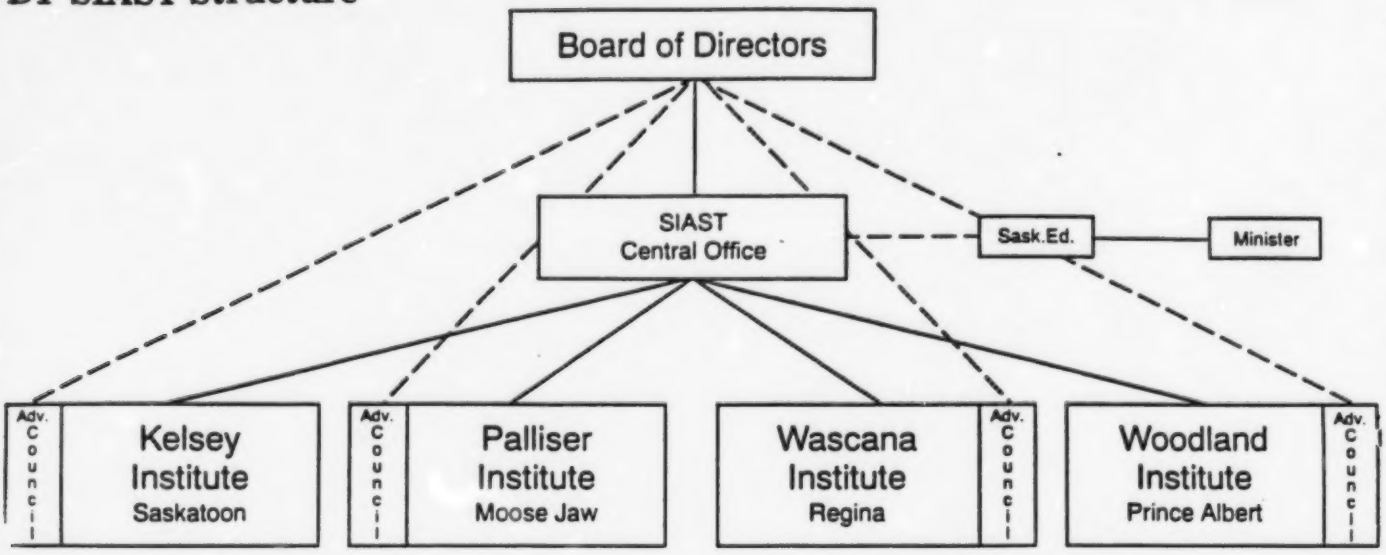
What We Think

In order to regain the confidence of its various publics SIAST central office must not only make changes, it must also be seen to be making those changes. It is clear to us that it would be impossible to return to the institutional structure before the SIAST merger in 1988. The evidence leads us to believe that a central office is necessary to coordinate and rationalize the activities of the four campuses and to provide overall management and leadership.

The present structure, while having some positive elements, has not accomplished all the goals of the merger. We believe that a smaller, much simpler model should be adopted, to project the appropriate image of a central office of an educational institution and to provide sound educational management.

Central office should play four roles: planning and policy making, coordination, standardization and support. The organization should be led by a chief executive officer and an executive committee comprising the C.E.O. and the four principals. Central office should require a small number of central office personnel to perform the following functions: finance, program/extension, human resources, communications, research and development, information services and administrative support. As the current office functions devolve to the campuses, the campuses would become increasingly empowered. Each of the four campuses would have a principal and two vice principals (academic and administrative), and a system directed by program head committees chaired by an elected coordinator. In this model, the role of the dean is eliminated. The functions previously performed by the dean should be shared by the vice principal academic and the program coordinators. It is upon this model that we base our following recommendations, allowing for a decentralized operation, which, in turn, should result in shared decision-making, the empowering of the campuses, increased community input and a more effective response to the needs of business and industry.

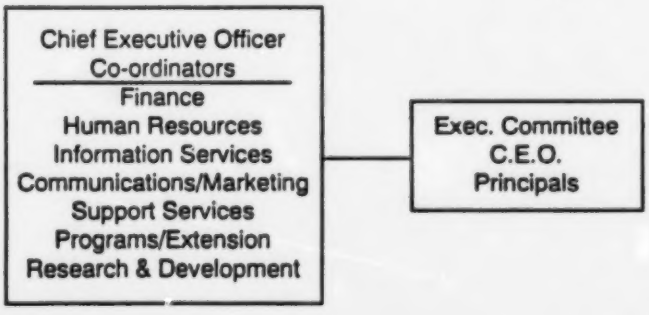
D1 SIAST Structure



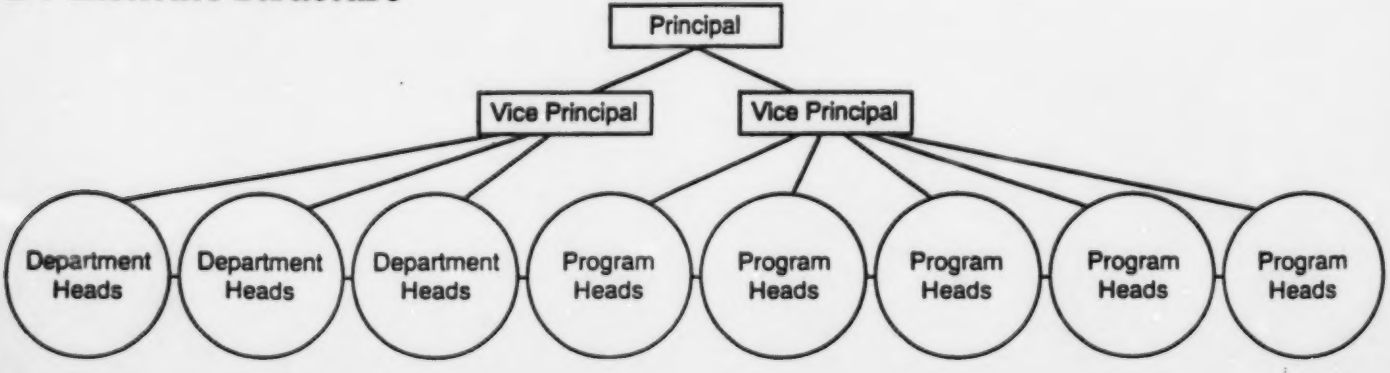
D2 Board of Directors

Chairperson	1
Advisory Council Chairs	4
Elected/Appointed Representatives	8-10

D3 SIAST Central Office



D4 Institute Structure



Recommendations

1. That the province preserve SIAST as a unified provincial postsecondary institution.

2. That SIAST use the name Saskatchewan Institutes of Applied Science and Technology (SIAST) and that each of the four campuses be designated as an institute (e.g.Palliser Institute, etc.).

3. That SIAST reduce the size of central office to one which has a clearly defined role of planning and policy-making, coordination, standardization and support.

4. That SIAST eliminate the positions of vice president and replace with coordinator positions.

5. That SIAST reorganize the internal management structure of each institute to empower the campuses to operate individually and in concert with each other and within the operational guidelines, as established by the board of directors.

6. That SIAST eliminate the position of dean, in keeping with the goals of self-managing professional teams.

Board of Directors

What We Heard

Some of the people we interviewed strongly recommended the establishment of a board of directors for each campus. Others recommended a downsizing of the current board, accompanied by its depoliticization. While some recommended that board members be elected, others suggested they should be appointed by the minister. The diversity of opinion notwithstanding, all interviewees agreed that the board must be more accessible and responsive.

What We Think

We believe that it is important to neutralize the potential for the politicization of the board of directors. Therefore, we believe that the board should include as many elected members as possible, including representatives from SIAST students and staff, the Aboriginal community, the business and industrial community, the larger educational community and agricultural sector. In addition, we believe that there should be gender and geographic equity.

Recommendation

1. That the SIAST Board of Directors be composed of both appointed and elected representatives, not to exceed 15 members. Four directors shall be the chairs of the campus advisory councils and eight to 10 shall be elected or appointed, the chair being appointed by the minister of education.

Advisory Councils

What We Heard

There is a definite lack of interaction between the campuses and the local communities. Indeed, it seems that the respective communities have lost the close rapport they once enjoyed with the former community college system. In turn, the campuses have lost touch with their communities, stifling local initiatives and failing to foster a feeling of community ownership or partnership. Operating without regard for community concerns, the campuses are seen to act under the direct control of SIAST central office. Community stakeholders, as well as staff members, expressed a desire for local advisory boards or councils.

What We Think

We believe that each campus needs to have a direct liaison with its respective community. This liaison could be best facilitated through the formation of local advisory councils which would operate as advisory bodies to the campus principals. Each council would comprise important community sectors, representing business, industry, Aboriginal and other stakeholders. The composition of the councils would ultimately be determined by the SIAST Board of Directors, acting on the advice of the campus principals. The chairperson would be elected by the council membership and represent the advisory council on the SIAST Board of Directors. The advisory councils would facilitate community input and involvement in local institute affairs, provide feedback from constituent groups, and offer contacts for local initiatives.

Recommendation

1. That a local advisory council be established at each campus, in order to: advise the principal, liaise with key local community sectors (industry, business, Aboriginal), and facilitate community input and involvement.

Relationship With Provincial Government

What We Heard

Some senior managers at SIAST central office and the campuses told us of the need for a direct communication channel with the provincial government, for the purpose of increased understanding of its specific needs and directions. Sources at SIAST described their difficulty in relating to government as a client industry without having prior understanding of the government's direction.

While some advocated a return to the "way we were" under SaskEd, many staff members told us this shouldn't be done, particularly since the former relationship had been cumbersome and inefficient. Many of these same people did recognize, however, the need for a direct communication channel with government, while still remaining at arm's length.

Government officials told us that the Institute Act clearly identifies the interdependent areas of responsibility and accountability for both SaskEd and SIAST with respect to budget, programs and bargaining.

What We Think

While we believe it is not desirable to return to the relationship which existed before 1988, we believe that a strategic relationship is desirable. It should be based on the present legislative responsibilities but re-interpreted to allow SaskEd to become an equal partner within a commonly agreed upon framework.

Government will play an important leadership role in the 90s, facilitating the coordination of the postsecondary education partners in order to ensure that the mandates of each partner are clear and that linkage between the partners is encouraged. Equally important to ensuring coordination, if not more so, will be the ability of government to clearly articulate the economic objectives it wishes to achieve. This articulation will allow institutions to prioritize their education and training resources to support the economic development and diversification of the province. This responsibility will require government's commitment to adequate funding.

Recommendation

1. That SaskEd be the government contact with SIAST, in order to promote a more formalized and effective linkage and articulation between the institute and various governmental departments and agencies, to identify government's priorities in technical-vocational education, and to plan the resourcing of such initiatives.

Working Relationships

Relationship with Federal Government

What We Heard

We were told that no formal relationship exists beyond specific programs and that there is little accountability to federal authorities, with respect to the use of federal funds. It was reported that, in some instances, funding from third-party agreements subsidizes SIAST core programs. We heard that SIAST has not been proactive in participating in the process being established to distribute federal funds.

Relationship With Other Postsecondary Institutions

What We Heard

There is no formal liaison with the universities or regular communication about such concerns as transfer of credits, extension programs and program delivery. Neither is there formal liaison between SIAST and private institutions or with out-of-province colleges delivering programs in Saskatchewan.

Relationship With K-12 Public Education System

SIAST has a member on the SaskEd K-12 Program Articulation Committee, which is mandated to address K-12 interface issues and serve students well in their transition from the K-12 system to postsecondary institutions.

What We Think

The ease with which the various elements of postsecondary and K-12 education are able to work in a cooperative manner will be critical to the future economic prosperity of the province. The size and population of the province demand that all the partners involved in education work in a coordinated and collaborative manner.

Recommendations

1. That SIAST establish formal relationships with related educational partners.
2. That SIAST develop a formal liaison mechanism with the provincial government through SaskEd, and with the federal government through an appropriate channel.
3. That the established SaskEd K-12 Program Articulation Committee serve as the formal decision-making mechanism to channel and deal with K-12/SIAST interface issues.
4. That SIAST pursue strong representation in the development of a provincial labor force strategy.

SIAST Relationship With Regional Colleges

What We Heard

The relationship of SIAST with the regional colleges was explored through individual discussions, group meetings and a questionnaire distributed to all the colleges.

Positive comments were recorded on the questionnaires, such as: "good relationship," "SIAST personnel helpful," and "no problems from my point of view." An evaluation of all responses indicated that the relationship varies from campus to campus.

When asked about the number of meetings which an instructor might have with SIAST personnel during a program or module, the answers varied from "a satisfactory number" to "none". Frequently, respondents said that communication with SIAST needed improvement.

The colleges clearly expressed concern about the costs they were assessed by SIAST, and about the institute's lack of flexibility in responding to specific program needs for individual colleges. However, they rated highly SIAST's willingness to allow instructors to adapt curriculum to meet specific students' needs.

The majority of respondents believed that from 50% to 100% of their students would not have taken the program if it had been available only at one of the SIAST campuses. Some instructors referred to the territorial conflict which arose when SIAST delivered programs outside the limits of the base city.

What We Think

If the regional colleges' working relationship with SIAST is not always ideal, there is sufficient historic evidence that the potential exists for a strong and productive one. The colleges are in an ideal position to work with SIAST to serve the province as a whole. They can assess needs which have strong significance to their particular community, and thereby ensure that Saskatchewan citizens receive equitable treatment in the education system. We therefore believe that the regional colleges should be treated as partners which complement SIAST in the delivery of adult education in the province.

Recommendations

1. That personnel from SIAST meet on a regular basis with senior management of the regional colleges to address curriculum planning, program planning and delivery, and other pertinent issues.
2. That SIAST establish policies that will allow the colleges to deal with each campus in a consistent manner.
3. That territorial boundaries served by the SIAST campuses be clarified in cooperation with the regional colleges.
4. That the varying needs of different regions of the province be considered in program planning.

Programs

What We Heard

Program issues generated a great deal of discussion among SIAST staff, particularly among the instructors. They were primarily concerned about program rationalization and questionable decisions relative to program downsizing, program cuts and program shifts between campuses.

The committee was advised that program personnel was often left out of the decision-making process and that program heads were sometimes the last people to know the eventual disposition of their programs. Due to the lack of communication and articulation in this regard, inter-program cooperation is weaker and campuses find themselves forced to compete with one another to protect their "turf."

Many staff members said that program dollars are not available for program essentials, which naturally affects the operation and the quality of the programs. Further, programs are dollar-driven, which adds additional stress to the situation, as does the apparent shortage of human resources.

Some instructors, but not all, were concerned about the duplication of programs. On the other hand, many of them expressed dismay at the lack of standardization among like programs and the lack of standardization with respect to entrance requirements.

There was a strong reference to the "centers of excellence" concept, providing base programs and more coring. Several statements were made about individual campuses retaining their specific expertise and specialty program areas.

With respect to program delivery, there was strong support for each program having an extension component. It was suggested that SIAST examine the process to be employed and that the institute strive for a more effective and progressive delivery system of its internal and external programs.

Instructors told us that the interpretation of the hours-of-work policy placed serious limitations on program operation, time for curriculum revision, program development and research.

Both students and staff agreed that the academic content of some programs was less than desirable. They also told us that libraries and audio-visual centers needed immediate and substantial upgrading.

External stakeholders reinforced many of the above concerns. Business and industry stated that SIAST was not responsive to their needs and that program assessments were made without sufficient input from their sectors. They also told us that many programs had outdated curricula and equipment, and were taught by instructors unfamiliar with the latest techniques. These stakeholders requested more input into needed program revisions.

Some people with disabilities expressed the need for special programs for the physically, mentally and socially disabled. They also made strong complaints about the lack of access to SIAST facilities and programs.

What We Think

The committee believes that SIAST must involve all stakeholders in decisions affecting programs and staff. Further, we recognize that continuous assessment of programs is necessary, in order to provide good courses, discontinue obsolete and redundant ones, and initiate the necessary new ones.

SIAST must attune itself to the programming needs of the present and the future and should, as much as possible, make programs cost-efficient. To do this, the institute must explore new program initiatives, encourage the entrepreneurship of program staff, and enter into partnerships with community constituents and related educational institutions.

SIAST must learn to take advantage of the largely untapped resource of program staff members, whose creativity and resourcefulness has been, if not stifled, certainly not encouraged. To this end, the committee believes strongly that more professional development and staff upgrading is necessary. Union and senior management must work together to allow staff to develop to their full potential, unrestricted by bureaucratic controls.

Finally, to be effective, programs must have the proper tools and support to do the job. Therefore, libraries and audio-visual centers must be properly equipped, in order to provide programs with the necessary resources and therefore allow students to obtain the highest quality of education possible.

Recommendations

1. That SIAST utilize a system of program rationalization which involves the staff of the program in question and the advisory committee of that program.

2. That SIAST evaluate all programs on a continuous basis, to ensure that a high-quality education is being delivered.

3. That SIAST assess annually its libraries and audio-visual resource centers in order to ensure their quality, their relevance to programs, and their accessibility to students and staff.

4. That each program have an extension component with proper quality controls, and that all SIAST extension programs be coordinated to avoid duplication and to avoid graduating too many students.

5. That SIAST consider the concept of centers of excellence as a means to achieving higher quality education and improved cost-efficiency.

6. That SIAST examine admission and exit requirements, in order to reflect the skills and abilities which students require to succeed in the program and in the workforce.

7. That the government grant formula include funding for new program startups and initiatives.

8. That SIAST develop a mechanism for prompt response to the needs of business and industry.

9. That SIAST and its campuses be encouraged to enter into partnerships with business and industry, other educational institutions and community stakeholders.

10. That, in order to maintain program stability and staff commitment, no more than 10% of the total teaching faculty should be temporary appointments.

11. That program advisory committees, comprising knowledgeable people who represent their constituencies, meet on a regular basis with people involved in their respective programs.

12. That government and SIAST seriously consider the negative implications of prioritizing programs solely on the basis of cost recovery.

International Education Mandate

The mission statement of the SIAST International Education Office states that: SIAST has a significant role to play in assisting Saskatchewan residents to be aware of and able to meet economic, environmental, social and cultural global challenges. The mission of the international education office is to enhance the capability of SIAST and the province of Saskatchewan to participate and compete internationally.

What We Heard

The extent to which the international office's projects fulfill the mission and the additional goals and purposes of the office have been questioned. Some staff members suggested that the cost of the office is an unnecessary expense in a time of severe fiscal restraint. Some even suggested that international education be discontinued.

In relation to the overall SIAST budget, the institute's financial involvement in international education has been minimal, going to small projects which require commitment and do not permit total cost recovery. However, the institute's participation in such projects has positioned it to participate in even larger ventures, with full cost recovery. Apparently, the potential exists for costs to be steadily reduced on these and other projects, if SIAST maintains its reputation in the international field.

What We Think

We live in a global environment and must continually strive to keep our place in it. We therefore believe that the mission statement has merit.

SIAST appears to have a good record of achievement in preparing proposals and competing for project funding. There is less evidence that these projects have an impact on SIAST, except for the individuals directly involved. Nor has there been an impact on the Saskatchewan business community. SIAST does not appear to have a clearly defined process with which to raise the awareness and understanding of the student body or the faculty as a whole.

We believe that SIAST should undertake a program to inform the staff, the student body and the public of its international projects. Further, we believe that SIAST should give serious consideration to developing international programs which would be useful to the Saskatchewan business community, and that it examine the possibility of developing credit courses for students and short courses and seminars for businesses, for which the course materials could include those supplied by SIAST's international office.

Recommendation

1. That the international education office continue to function, and that it adopt a goal of complete cost recovery by fiscal 1995/96.

Operations

Strategic Leadership

What We Heard

We heard that change in the SIAST leadership has been a constant. Since 1987, SIAST has had four presidents, four managers or vice presidents of human resources, several principals, three board chairpersons and a significant turnover of board members.

We were told that the inexperience of senior people in leading an educational merger of this size and complexity has resulted in ineffective strategic leadership. Others told us that the faculty either lacked the skills or the will to be involved in strategic direction setting. This perception has led to an adversarial style of management, in which people feel pitted against each other. We were also told, however, of isolated instances of campuses pulling together. We heard that the greatest strength of the present leadership is its provincial focus.

Strategic direction is said to be unclear despite SIAST's well-articulated vision statement; priorities are not clarified due to a lack of central strategic planning; issues are not examined at the source of the problem; and systems and procedures are inflexible.

A constant theme is the shift to centralization and the increasing control of central office. Instructors and support staff perceive that the number one priority at SIAST is to meet central's needs. The campuses have become preoccupied with complying with central office demands and have come to view the leadership as "living and working" apart from students and staff.

What We Think

We believe there is evidence of a lack of change management and strategic leadership at SIAST. There is a varying degree of leadership expertise evidenced in the management of the merger. The merger is incomplete and requires a planned implementation strategy in order for SIAST to reach a successful integration of its people and operations.

The vision for SIAST must be shared, if a constancy of purpose is to be created for all. The leadership must shift from the crisis management of multiple, changing initiatives to focusing on strategically planned priorities. The leadership style must be based on support and service. The focus of leadership must be student and client centered, one which is based on a service orientation to high quality educational programming. The goal is to create an organization where continuous improvement is the norm.

Work Climate

What We Heard

We heard that the continuous replacement of senior personnel was disruptive for SIAST and its employees, and that it has led to unstable relationships between management and staff. We also heard that policies, processes and procedures are constantly being disrupted.

We were consistently told about the anxiety, mistrust, fear and apathy which pervades SIAST, and frequently heard that productivity levels have fallen because of the preoccupation with survival. Apparently, ambiguity within the organization has caused a great deal of apprehension and an extremely high level of stress throughout the institute.

What We Think

We believe that the failure to meet the human challenges at SIAST has compromised performance, or has the potential to compromise it. As people at the campuses wait for clarity of direction, they are experiencing an increasing loss of confidence and drive. As they try to respond to ceaseless change in their work environment, they feel increasingly alienated from central office.

SIAST must establish open communication, trust and an atmosphere of direction and certainty for the campuses. The leadership and faculty need to create a working and learning environment which is conducive to innovation, risk-taking and experimentation, without the fear of reprisal.

Decision Making

What We Heard

We heard that decision making is a key source of frustration and mistrust. We heard that representative participation of people on committees is not working and that decision making does not occur at the campus level. In fact, there is a pervasive feeling among staff members that they play no part at all in important decision making, nor that they have access to the decision makers. There is concern that program decisions are made by non-educational personnel. When a decision has been made, it may not be communicated to staff at all; if the decision is communicated, it may not be done clearly.

What We Think

The committee believes that decision-making is an area of risk. Decisions are often made at an inappropriate level, and neither the process nor the rationale is clarified and shared.

The committee therefore believes a shift from representative involvement to participatory collaboration and decision making is essential. Campus and program based decision making should be the norm.

Communication

What We Heard

We heard repeatedly that effective communication between central office and the campuses does not occur. When it does, it is usually on paper and crisis-related. If it is face-to-face, it is indirect and often unplanned. We were told that communiques or dialogue are rarely related to the teaching and learning process. The President's Committee on Institutional Renewal (PCIR) would be an exception.

SIAST's own Employee Communications Resources Inventory summary states that "SIAST-wide communication should be increased.... Intra-campus communication is generally considered to be quite adequate, but communications between the campuses and especially from central office is seen to be weak."

A number of external stakeholders told us that their requests often go unacknowledged. Others told us of undue delays in the response. We understand that, no matter what kind of communication is received from central office, the impact is that the recipient often feels manipulated, patronized or fearful.

What We Think

The committee acknowledges the difficulty of communicating in an environment which is still evolving and changing. We do believe, however, that the communication infrastructure must be reworked and refined to establish honest, open communication networks. We believe there is also a need for relevant and timely communication with external stakeholders. The greater the knowledge and understanding all stakeholders have about SIAST, the more involved and integrated they will feel and the more valuable their contribution will be.

Human Resources

What We Heard

The common perception is that there is a general lack of concern for people at SIAST. This perception, we are told, arises because human concerns are avoided, negated or dealt with in a confrontational manner. We heard that issues and concerns are allowed to escalate. A common interpretation of the union contract for campus use does not exist. In fact, a significant number of grievances remain unresolved. Key areas of dysfunction outlined were hiring, bumping and grievances.

Staff development plans, based on performance appraisals, do not exist. Professional development funding appears to be accessed by the minority, at times on an ad hoc basis. We heard that there is a lack of human resource development and training.

We were told that there appears to be a duplication of the services provided by the human resource office at each campus and at central office. Relationships and lines of authority are unclear. We also heard that the human resource function is narrowly defined. There is no change-management plan at central office nor at any of the campuses. The central human resource office does have some sound concepts which would allow it to become strategic. However, its plans have not been implemented.

What We Think

Organizations require two levels of human resource support, strategic and operational. At present SIAST focuses primarily on operational functions, such as contract administration, personnel policies and procedures, compensation and benefits. We see the potential for the Banner system to assist with most of these functions in future, if properly implemented.

The strategic function must become an immediate priority. A formalized monitoring of the status of the merger and the organizational readiness to execute new initiatives is essential. Strategic human resource planning, the coaching of senior central and campus management, and a vigorous professional development initiative for faculty are all essential to quality improvement.

Contract grievances must be resolved. A common, working interpretation of the agreements must be developed and implemented by staff at the campuses.

The committee believes that the people at SIAST are the institute's most important asset and that they all deserve to be treated and trusted as professionals. Immediate measures must be taken to address the organization's state of health.

Recommendations

1. That the SIAST leadership practise genuine participatory management and decision making at both central office and campus levels.

2. That strategic and operational human resource and communication plans be developed from the proposed SIAST strategic plan.

3. That the issue of faculty hours of work be re-examined.

4. That a change management plan be developed to facilitate the merger.

5. That SIAST settle, with expediency, all outstanding contractual grievances.

6. That due process be instituted for all out-of-scope employees.

7. That SIAST implement in collaboration with SGEU, a developmental performance appraisal process for all staff and management.

8. That SIAST implement a professional development program complementary to the performance appraisal process.

9. That SIAST explore the feasibility of a quality improvement process for all aspects of its operation.

10. That the SIAST SGEU Academic Bargaining Unit develop a professional code of ethics for its members, to include a formal process for resolving any breach to the code.

11. That SIAST develop a common working interpretation of the contracts to be implemented consistently at all campuses.

Planning, Budgeting and Systems

Planning

What We Heard about Planning

In theory, SIAST head office runs the corporation in a "collegial" management style. But, according to many staff members, central office pays lip service to collegial management while attempting to exercise rigid control.

No overall strategic plan exists which staff members have participated in and understand. Instead, they perceive the planning process to be imposed on them. The process has, all too frequently, resulted in disillusionment and mistrust.

Central office has struck approximately 250 committees and groups which are supposed to contribute to the collegial style and planning process. These committees are structured in a variety of ways: cross-functionally, geographically, by campus, by discipline, by job description/title, and by function/program. Staff perceive that there is no well-conceived plan to avoid duplication of committee work or to bring together the results of the committees' deliberations in a useful, usable manner. Committee members frequently told us that they believe their input is neither recognized nor utilized, with the exception of the work they do for the President's Committee on Institutional Renewal (PCIR).

The PCIR appears to be performing an important function as staff members assess the institute's status quo and chart its future. The PCIR is slowly gaining the staff's grudging acceptance, although some of them perceive the entire process to be central office's way of appearing to solicit staff participation without intending to use their input. Management however advises the work of the PCIR is the foundation of a future strategic plan.

What We Think

It appears that, in some instances, management has used the committee process to diffuse critical issues, defer positive action and give the illusion of participatory management.

It is evident that a strategic plan is essential to the successful operation of SIAST. In developing the plan, the process of involving all staff in a meaningful way is as valuable as the plan itself. As the need for high quality postsecondary education grows, so will the demand for greater public accountability. This need for accountability will require institutions to place greater emphasis on their strategic planning and on effectively implementing and evaluating it.

Recommendations

1. That SIAST develop a comprehensive strategic plan in consultation with all staff and constituencies.

2. That SIAST complete its institutional renewal process and that a plan and managed implementation process be ensured once its recommendations are aligned with those of the SIAST Committee of Review.

Budgeting

What We Heard

A significant number of staff consider the budgeting process to be an exercise in futility. One of their most common criticisms is that the budget drives the academic program, rather than the reverse as one might reasonably expect in an educational institution.

Many staff reported that, after spending a great deal of time preparing a particular budget and sending it to central office for approval, it would be sent back substantially changed, with little explanation for the changes. People and programs might be cut or even eliminated, apparently with little justification. Once the operating budget had been set, there was little communication with the people it affected.

We frequently heard that the capital budgeting process was extremely frustrating. In some cases, central office apparently requested revised budgets or justifications as often as three times. Consequently, it was often too late to obtain the items needed for programs. We heard that central office permitted few capital expenditures and seldom explained why. It devised a point system for capital allocations, which many staff members think disciminates against their particular programs.

We have heard how the budgeting process has strongly affected staff morale. Due to the amount of time it takes to finalize the budget and the rather autocratic setting of the financial priorities, staff members may not learn that their program has been reduced or even eliminated until the last minute. This results in staff "bumping" procedures, which cause a ripple effect.

With respect to spending there appears to be a significant amount of a "use-it-or-lose-it" attitude at the institute. Frugality and effective utilization of funds are not rewarded by continued financial support and recognition of program needs.

What We Think

There appears to be little doubt that central office is exercising increasingly rigid control in budgetary matters, while communicating inadequately, if at all, its rationale for budgetary decisions. This has resulted in SIAST achieving financial control but it appears to be at the expense of staff morale and commitment. The budgeting and monitoring process should allow staff to gain a sense of belonging and empowerment instead of feeling alienated.

Recommendations

1. That SIAST follow a program-driven budgeting process within organizationally predetermined guidelines, based on the strategic plan.

2. That SIAST establish a method of measurement of budgetary performance by entity (campus, program, department) which is fully communicated to all personnel responsible for achieving that performance.

3. That revision or withdrawal of budgetary allocation not occur without significant consultation with those managing and delivering the programs.

Systems

What We Heard

Saskatchewan Property Management Corporation is responsible for making all purchases in excess of $200.00. SPMC bidding rules are counterproductive. The procedure is far too slow and bureaucratic and leaves little room for campus autonomy.

Staff frequently perceives the new computer system known as Banner to be a tool for centralizing operations and for increasing the control of central office. We heard that the system has been imposed, that it is extremely expensive, excessively time-consuming for staff, that it does not conform to Canadian requirements and that it does not allow for local modifications. Staff members told us that the implementation process of Banner has been poorly communicated. However, some staff reported that, if used properly, Banner could be a major source of management information.

What We Think

Dealing with SPMC is an unwieldy and costly process, which contributes to low morale and results in an ineffective purchasing process.

The implementation of Banner will be difficult. Timetables are tight. Some required modifications may not be ready on time, significant extra staff time may be required, and there appears to be resistance to the system by some personnel involved in the implementation. We believe that, if used properly, it will be an effective tool for providing more timely, accurate and comprehensive management information.

Recommendations

1. That SIAST discontinue the use of SPMC for purchasing, and implement flexible policies and procedures.

2. That the implementation of Banner proceed with extensive evaluation at predetermined check points.

Education and Employment Equity

Education Equity

What We Heard

Since 1990 SIAST has had an education-equity program for students. In this respect, SIAST should be applauded for showing leadership. Education equity applies to enrollment in on-campus certificate and diploma programs. It does not apply to enrollment in the following:

- Adult Basic Education
- Apprenticeship courses
- Postgraduate programs
- Part-time extension courses not leading to a certificate or diploma
- Courses/programs delivered at the request of other organizations (e.g. Gabriel Dumont Institute or Saskatchewan Indian Institute of Technologies)

SIAST's long-term goal with respect to education equity is to develop, by the year 2000, a student body which would reflect the target-group populations of the province and which would include:

- Aboriginal students (Kelsey, Wascana, Palliser campuses)12.2%
- Aboriginal students (Woodland Campus) 20.0%
- Students with disabilities 6.2%
- Female students 43.0%

Table One

Total Number of Students and Number of Target Group Students Enrolled in On-Campus Certificate/Diploma Programs By Campus and By Year

	Tot.	Abor.	%	St./W	%	Female	%
Wascana Campus							
1989-90	1720	121	7	22	1.3	1172	68
1990-91	1608	105	6.5	20	1.2	1118	69.5
Palliser Campus							
1989-90	1189	47	4	13	1.1	367	31
1990-91	1353	30	2.2	22	1.6	433	32
Kelsey Campus							
1990-91	1533	116	7.6	23	1.5	754	49
Woodland Campus							
1989-90	1454	282	19.4	49	3.4	640	44
1990-91	1456	249	17.1	46	3.2	692	47.5

Table 1 summarizes the total number of students and target-group students in on-campus certificate and diploma programs for each of the four campuses. It shows that, in 1989-90, only 7% of students enrolled at Wascana Campus were Aboriginal, 1.3% were students with disabilities and 68% were female students. The majority of female students were enrolled in traditional-learning programs such as nursing; very few of them were enrolled in non-traditional Industrial and Technology programs.

At Wascana Campus, in 1990-1991, of the entire student body 6.5% were Aboriginal, 1.2% had disabilities and 69.5% were female.

At Palliser Campus, in 1989-90, 4% were Aboriginal, 1.1% were disabled and 31% were female. In 1990-91, 2.2% were Aboriginal, 1.6% were disabled and 32% were female. As at other campuses, most of the female students were enrolled in traditional-learning programs.

At Kelsey Campus, in 1990-91, 7.6% of all students enrolled were Aboriginal, 1.5% were students with disabilities and 49% were female.

At Woodland campus, in 1989-90, 19.4% of the students were Aboriginal, 3.4% were disabled and 44% were female. The following year, 1990-1991, 17.1 were Aboriginal, 3.2% were disabled and 47.5 % were female.

Table Two

Target group student participation levels in Certificate and Diploma programs by program area for the period July 1,1990 - June 30, 1991.

Program Area	Tot.	Abor.	%	St./W Dis	%	Female	%
Business (Total)	1646	105	6.4	35	2.1	1117	67.9
Acc't & Admin	899	40	4.4	14	1.6	482	53.6
Computer	168	7	4.2	4	2.4	66	39.3
Office Ed.	579	58	10.0	17	2.9	569	98.3
Sciences (Total)	1544	110	7.1	11	0.7	1226	79.4
Health Sciences	1355	90	6.6	2	0.1	1116	82.4
Applied Sciences	189	20	10.6	9	4.8	110	58.2
Community & Social Services Total	354	39	11.0	12	3.4	263	74.3
Technical (Total)	1033	38	3.7	23	2.2	150	14.5
Industrial & Trade (Total)	1289	158	12.3	25	1.9	140	10.9
SIAST (Total)	5866	450	7.7	106	1.8	2896	49

Table 2 summarizes target-group student participation levels in certificate and diploma programs, by program, for the period July 1, 1990 to June 30, 1991. According to the table, only 7.7% of certificate and diploma students were Aboriginal, 1.8% were disabled students and 49% were female. Of the latter group, the great majority were enrolled in business programs, the sciences, and community and social services. Few were enrolled in technical programs and in industrial and technical programs.

With respect to graduation/completion rates, SIAST has not kept thorough documentation over the years, although their partial statistics show that: in 1989-90 77% of graduates of Wascana's on-campus certificate/diploma programs were female; 1% were disabled and 4% were Aboriginal. The following year, 1990-91, 71% of graduates were female, 1% were disabled and 5% were Aboriginal. At Woodland Campus, in 1990-91, 43% of graduates were female, 2% were disabled and 15% were Aboriginal. At Palliser Campus in the same year 44% were female, 1% were disabled and 2% were Aboriginal.

Special-Education Equity Measures and Initiatives

SIAST has undertaken, or is involved in, some special programs designed to attract and retain students who are members of the target-group populations. For example, the Girls' Exploring Technology Pilot Program was established in 1991 to give girls information about education and career opportunities in technology and industrial programs, before they enter high school or choose their career paths. Other than this program, SIAST has not undertaken any substantial initiatives designed to meet equity goals relative to women.

Since 1987 the Native Services Division (NSD) has operated on all four campuses, providing valuable and much needed support sevices to Aboriginal students. The NSD was designed by Gabriel Dumont Institute, funded by Saskatchewan Education and contracted to SIAST. These three stakeholders are currently negotiating to transform NSD into a federated college of SIAST, to be known as Dumont Technical Institute (DTI).

SIAST administers the fund for the Non-status Indian and Metis program (NSIM). Sources told the committee about instances where the funding was inappropriately used.

In May 1991 SIAST and the Saskatchewan Indian Institute of Technologies (SIIT) entered into an academic partnership designed to enhance the capacity of each institution to meet the needs of Indian people. The agreement provides for integrating academic programs, service planning, delivery and evaluation. The partnership includes the following benefits: community input into academic planning, heightened public awareness and access, institutional growth and development and greater accountability.

Very recently SIAST established an Education-Equity Enhancement Fund to support and promote its Education-Equity program.

Accessibility to Facilities

SIAST has informed the Committee of Review that most of its facilities are wheelchair accessible. However, the institute has no budget or timetable to retrofit those facilities which are not accessible to the physically impaired.

Employment Equity

SIAST employees identified the strengths and weaknesses of the current situation for their female staff members. We heard that the institute has hundreds of well-qualified and competent women who are committed to changing the SIAST workplace into a place of equal opportunity for all, and that there are pockets of support for the implementation of equity. However, the supporters must contend with the general lack of interest and support, as well as the lack of energy and time which can be devoted to the issue. Compounding the issue is the institute's economic environment and budgetary restraints.

SIAST does not have an employment-equity plan. Therefore, it is not possible to determine what percentage of the institute's workforce is Aboriginal or disabled. Table 3 (please see below) provides an analysis of SIAST employees, by gender, for each of the payroll classifications. The table shows that although relatively equal numbers of males and females are employed as academic staff, there are 442 female clerical workers to 67 male, and 52 male managers to 20 female.

Table Three

Institute Employees by Payroll classification by sex, May 1992.

Category	# Male	%	# Female	%	Tot. Category
Academic	655	(51)	642	(49)	1297
Clerical	67	(13)	442	(87)	509
Technical/Labour	68	(46)	79	(54)	147
Management	52	(72)	20	(28)	72

What We Think

SIAST has shown leadership for the entire country by establishing an education-equity program. However, because the program is just completing its second year, we think it is too early to accurately and fairly evaluate it.

We acknowledge the work and the program of the NSD, and we see the establishment of DTI as a positive step for SIAST and even more so for Aboriginal students. Therefore, we urge all parties involved to proceed quickly and to provide DTI with an appropriate level of support. Once DTI is operational, it should be directly involved in the administration and delivery of the adult basic education program (ABE) which is sponsored by NSIM.With respect to the academic partnership of SIAST and SIIT, we applaud the initiative and urge the two institutions to explore the means by which they might develop their partnership in other areas.

SIAST's education-equity program does not include ABE students, of which the majority are Aboriginal. DTI and SIIT are experienceed with respect to educating Aboriginal students. Therefore, we think the two organizations should have a direct administrative and delivery role in ABE.

We believe that learning how to manage diversity should be a constant priority for the institute's board of directors, its president, senior management, faculty and support staff. We also believe that the criteria for performance appraisals of all SIAST senior management should include the commitment to, and progress in, achieving the stated goals of SIAST's education-equity program.

We believe that the number of graduates is one indicator of the effectiveness of an education-equity program. The number of graduates in the target groups shows clearly that SIAST has not reached its education-equity goals. The institute must attract and retain Aboriginal students and students with disabilities; and it must recruit female students in particular to its nontraditional learning programs (technical, industrial and trades).

According to the information which SIAST supplied to the committee, most of its facilities are accessible by wheelchair. However, we learned that some facilities do need to be retrofitted to aid the visually and hearing-impaired and the physically disabled, in their pursuit of an education.

We believe that the success of an education-equity plan rests largely on an effective employment-equity plan. Students need to identify with positive role models.

At present, less than one-third of SIAST management is female and there are few physically disabled or Aboriginal employees at any level. We believe that immediate action is required to redress this disparity.

Recommendations

1. That the Dumont Technical Institute be appropriately funded as a federated college of SIAST.

2. That the administration and management of the Non-status Indian and Metis Program (NSIM) become the responsibility of DTI.

3. That SIAST, DTI and the Saskatchewan Indian Institute of Technologies (SIIT) explore the feasibility of a Holistic Aboriginal Education pilot project.

4. That cross-cultural and Aboriginal curricula and programs be developed and, where feasible, integrated into core program areas.

5. That Aboriginal student activity centres be developed and supported at all four campuses.

6. That an employment-equity program be developed and submitted to the Saskatchewan Human Rights Commission as soon as possible.

7. That SIAST implement a comprehensive harassment policy for its employees.

8. That SIAST provide access to all program areas for students with disabilities, by providing the necessary support systems and resources.

Summary of Related Recommendations

Certain issues were brought to the attention of the Committee of Review which unfortunately, the committee was unable to address due to time constraints or mandate. However the Committee believes that these issues are important and deserve further study and review. Accordingly we are making the following recommendations on the assumption that some form of positive action will be undertaken at the earliest opportunity.

1. That first and foremost SIAST must be student focused and student driven.

2. That a student ombudsman position be created within SIAST to protect the rights of students.

3. That an adequate number of counsellors be engaged at the campus level to attend to the personal, academic, and cultural concerns of students.

4. That "student Wellness", through physical and cultural opportunities, be a priority of the student services department.

5. That a career development program be an expanded activity of the campus placement office.

6. That compulsory pre-testing (i.e. reading comprehension) be implemented for all students seeking admission to on-campus SIAST programs and that remedial programs be established.

7. That SIAST undertake a review of their high school student recruitment process.

8. That SIAST consider the use of the "ladder concept" when structuring program standards and requirements, such as in the health science area, where nursing, nursing assistants, and special care programs, have common elements relative to entry and exit requirements.

9. That the Minister of Education's review committee of post-secondary education address the issue of which educational institutions, currently and in the future, meet the career needs of the high school student of average academic standing.

10. That SIAST explore the possibilities of correspondence course offerings in special circumstances.

11. That government and SIAST study the socio-economic effect on the community before making major program moves or changes.

12. That SIAST, in consultation with the Minister, resolve the current dispute between the Wascana Campus Dental Assistants Program and McKay Tech Inc.

13. That SIAST, in consultation with the Minister, resolve the Meadow Lake Centre-North West regional College dispute.

14. That SIAST, in consultation with the Minister and Lakeland College officials, resolve the current jurisdictional problem.

Appendices

Copy of Institute Act

First Session

Twenty-first Legislature

SASKATCHEWAN

BILL

No. of 1986-87

An Act respecting the Saskatchewan Institute of Applied Science and Technology

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Received and read the

First time

Second time

Third time

And passed

Mr. Hepworth

Bill

No. 46 of 1986-87

An Act respecting the Saskatchewan Institute of Applied Science and Technology

(Assented to 1987)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Saskatchewan, enacts as follows:

Short Title and Interpretation

1. This Act may be cited as *The Institute Act*. — Short title

2. In this Act: — Interpretation

(a) "academic staff member" means an academic staff member designated pursuant to subsection 14(5) or 36(8); — "academic staff member"

(b) "administrator" means an administrator appointed pursuant to section 30; — "administrator"

(c) "bargaining collectively" means bargaining collectively within the meaning of *The Trade Union Act*; — "bargaining collectively"

(d) "board" means the board of directors of the institute appointed pursuant to section 9; — "board"

(e) "chief executive officer" means the chief executive officer of the institute appointed pursuant to section 13; — "chief executive officer"

(f) "collective bargaining agreement" means a collective bargaining agreement within the meaning of *The Trade Union Act*; — "collective bargaining agreement"

(g) "institute" means the Saskatchewan Institute of Applied Science and Technology established pursuant to section 3; — "institute"

(h) "minister" means the member of the executive council to whom for the time being the administration of this act is assigned. — "minister"

INSTITUTE

3. The Saskatchewan Institute of Applied Science and Technology is herby established as a corporation. — Institute establishment

4. The institute may provide;

(a) courses and programs of study, instruction or training in academic, scientific, trade, technical, technological and vocational fields of education;

(b) at campuses designated by the minister, university programs by agreement and on the basis agreed to with any university within or outside Saskatchewan;

(c) courses or programs of instruction or training that have been determined to be required with respect to a trade pursuant to *The Apprenticeship and Trade Certification Act*;

(d) courses, programs and seminars of a continuing education nature;

(e) off-campus credit programs where those programs are provided through a regional college as defined in *The Regional Colleges Act*;

(f) career counselling and basic education upgrading;

(g) services to governments, corporations, persons or other bodies relating to courses or programs it provides or expertise or facilities it possesses, on any terms that it considers appropriate;

(h) any other post-secondary education and training-related functions or activities that may be prescribed by the Lieutenant Governor in Council.

5 (1) The Lieutenant Governor in Council shall, at least once in every five years, appoint a committee to review and report on the mandate of the institute as set out in section 4 and any other matters concerning this Act that the Lieutenant Governor in Council may specify.

(2) The Lieutenant Governor in Council shall:

(a) appoint the members of the committee referred to in subsection (1); and

(b) designate one of those members to be chairman of the committee.

(3) The members of the committee are entitled to any remuneration and reimbursement for expenses incurred in the performance of their duties that the Lieutenant Governor in Council may determine.

(4) The minister shall provide any technical, clerical and other assistance that he considers necessary to assist the committee in carrying out its review.

(5) The committee and its members shall have access to all information, books, records and other documents in the possession or under the control of the institute related to the activities and functioning of the institute, and each member of the board and each officer or employee of the institute shall provide to the committee or any member of the committee, on request, such information, books, records or documents.

(6) The committee shall provide its report to the minister within six months after the day on which it is appointed.

6. The Lieutenant Governor in Council shall, on the recommendation of the minister, designate where campuses of the institute will be located from time to time.

Campus locations

7(1) The minister may:

Powers of minister

(a) Establish policies in consultation with the institute and give directions for post-secondary education and training to be provided or undertaken by the institute;

(b) co-ordinate programs and activities in the continuing education area between the institute and the Government of Saskatchewan and other agencies or bodies;

(c) give directions to the institute, including any core program specialities to be provided at any campus of the institute, and where they are to be provided or undertaken;

(d) establish policies or procedures for the approval of programs, courses, seminars or other instruction to be provided by the institute;

(e) give directions to the institute on educational, operational, administrative, management or other standards or procedures to the established or maintained by the institute or any changes to any of them;

(f) give directions to the institute on the establishment of any accounting or information systems for the institute or changes or additions to existing accounting or information systems;

(g) give directions to the institute on fees to be charged by the institute;

(h) direct the institute to acquire any property or services or any category of property or services that it may require from or through the Saskatchewan Property Management Corporation;

Terms of Reference

(a) appointing the following persons as a committee to be known as the 1992 SIAST Committee of Review, which committee shall review and report on the mandate of the Saskatchewan Institute of Applied Science and Technology:
Bernard Ross Giles, Regina
Stan A. Green, Saskatoon
Marguerite Gallaway, Estevan
Connie Phenix-Burrows, Saskatoon
Donavon Q. Young, Regina

(b) designating Stan A. Green as chairman of the committee;

(c) specifying the following matters that the 1992 SIAST Committee of Review is to review and report on, in addition to the mandate of the Saskatchewan Institute of Applied Science and Technology:
(i) the suitability of the governance structure of the institute as set out in *The Institute Act*;
(ii) the suitability of the organizational structure of the institute in relation to its mandate;
(iii) the operating relationship between the institute and departments of government, universities, regional colleges, corporations, persons or other bodies relating to courses or programs it provides;
(iv) the planning and budgeting processes and systems utilized by the institute;
(v) the methods and practises utilized by the institute in conducting a review and evaluation of programs and courses or any program or course provided by the institute; and
(vi) any other matter the committee may deem necessary as a result of information coming to its attention during the course of the review.

List of Interview/Meeting Contacts

SIAST Central Office
SIAST Board of Directors
Saskatchewan Education
Palliser Campus
Wascana Campus
Woodland Campus
Kelsey Campus
Meadow Lake Campus and Community
Public Forum, Moose Jaw
Public Forum, Regina
Public Forum, Prince Albert
Public Forum, Saskatoon
University of Saskatchewan
University of Regina
Saskatchewan Indian Institute of Technologies
SGEU Campus Committees
Saskatchewan Research Council
McKay Technical Inc.
North West Regional Community College
Lakeland College
Saskatchewan Association of Certified Nursing Assistants
Saskatchewan Trucking Association
Tourism Industry of Saskatchewan
Chamber of Commerce, Moose Jaw
Chamber of Commerce, Saskatoon
Harding, Boss & McLeod Surveys Ltd., Regina
Saskatchewan Dietetic Association, Regina/Saskatoon
Association of Saskatchewan Home Economists, Saskatoon
Saskatchewn Parks and Recreation Association
Saskatchewan Recreation Society
READ Saskatoon
Saskatchewan Water
St. Anthony's Home, Moose Jaw
Office of the Mayor, Moose Jaw
Regina Economic Development Authority
Saskatchewan Government Insurance
Moose Jaw Board of Education
Saskatchewan Association of Life Long Learning
Saskatchewan Association of Community Living
Saskatchewan Abilities Council
Gryba Consulting, Prince Albert
Prince Albert (Education) Directorate
Northlands College, LaRonge
Education Equity Office
Saskatchewan Human Rights Commission
Southeast Regional College, Weyburn

Parkland Regional College, Melville/Yorkton
SIAST Institutional Renewal Committee
Saskatchewan Education K-12 Program Articulation Committee
Miller Western
Cameco
Chief Executive Officers of the Regional Colleges
Numerous members of the public, other stakeholders and staff

List of Contacts for Public Forums

Prairie Implement Manufacturers' Association, Regina
Association of Regina Realtors, Regina
Saskatchewan Construction Association, Regina
Regina Chamber of Commerce, Regina
Saskatchewan Chamber of Commerce, Regina
Saskatchewan Abilities Council, Regina
Safety Director, Saskatchewan Trucking Association, Regina
Saskatchewan Urban Municipalities, Regina
Saskatchewan Association of Rural Municipalities, Regina
Degelman Industries, Regina
Regina Construction Association Limited, Regina
Saskatchewan Home Builders' Association, Regina
Education Committee, Regina
Saskatchewan Health Care Association, Regina
Saskatchewan Trucking Association, Regina
Saskatchewan Mining Association, Regina
Executive Director, Saskatchewan Association of Rural Municipalities, Regina
Saskatchewan Livestock Association, Regina
Saskatchewan Stock Growers Association, Regina
Western Canadian Wheat Growers Association, Regina
Organization Development and Recruitment Services, Regina
City of Regina, Regina
Royal Bank, Regina
Bank of Montreal, Regina
Toronto Dominion Bank, Regina
Cargill Ltd., Regina
IPSCO Inc., Regina
Canadian Federation of Independent Business, Regina
Hotels Association of Saskatchewan, Regina
Saskatchewan Wheat Pool, Regina
SaskTel, Regina
Credit Union Central, Regina
Agricultural Banking Service, Regina
CIBC, Regina
Toronto Dominion Bank, Regina
Co-operators Data Services Ltd., Regina
SASKOIL, Regina
Consumers' Co-operative Refineries Ltd., Regina
Insurance Brokers Association of Saskatchewan, Regina
Saskatchewan Education, Teacher Services, Regina
Executive Director, Saskatchewan Arts Board, Regina
Executive Director, YWCA, Regina
President, Regina Multicultural Council, Regina
Saskatchewan Library Association, Regina
Chief Executive Officer, YMCA, Regina

Director, Regina Senior Citizens Centre, Regina
Acting President, McKenzie Art Gallery Inc., Regina
President, Saskatchewan Organization for Heritage Language, Regina
General Manager, Sask Sport Inc., Regina
Provincial Co-ordinator, Voice of the Handicapped, Regina
Acting Director, Native Employment Centre, Regina
President, Saskatchewan Indian Federated College, Regina
Provincial Co-ordinator, Saskatchewan Action Committee on the Status of Women, Regina
Artistic Director, Globe Theatre, Regina
President, Association Culturelle Franco-Canadienne de la Saskatchewan, Secretariet, Regina
President, Commission Culturelle Fransaskoise, Regina
Executive Director, Saskatchewan Psychiatric Nurses Association, Regina
President, Chiropractors' Association of Saskatchewan, Regina
Executive Director, Saskatchewan Association of Certified Nursing Assistants, Regina
Executive Director, Canadian Cancer Society, Saskatchewan Division, Regina
Executive Director, Saskatchewan Society of Medical Laboratory Technologists, Regina
Apprenticeship and Trade Certification, Saskatchewan Education, Regina
Association of Professional Engineers of Saskatchewan, Regina
Registrar, Saskatchewan Society of Occupational Therapists, Wascana Rehabilitation Centre, Regina
Executive Director, The Canadian Red Cross Society, Saskatchewan Division, Regina
Saskatchewan Association of Speech/Language Pathologists and Radiologists, Regina
Saskatchewan Association of Social Workers, Regina
President, Saskatchewan Dietetic Association, Regina
Registrar, Saskatchewan Pharmaceutical Association, Regina
Saskatchewan Land Surveyors Association, Regina
Saskatchewan Applied Science Technologists and Technicians, Regina
Saskatchewan Association of Certified Survey Technicians and Technologists, Regina
Chief, Federation of Saskatchewan Indian Nations, Regina
President, Commission des Ecoles Fransaskoises, Regina
President, Cigar Lake Mining Corporation, Saskatoon
C.E.O., Claude Resources Inc., Saskatoon
Manager, Human Resources, CAMECO Corp., Saskatoon
B.S.D. Training and Resources Ltd., Saskatoon
Heinz Institute of Applied Computer Technology, Saskatoon
CDI Career Development Institute, Saskatoon
Marca Hair Styling School, Saskatoon
Marvel Beauty Schools, Saskatoon
Saskatoon Flying Service Ltd., Saskatoon
Visions En Route, Saskatoon

Western Trade Training Institute, Saskatoon
Personnel Office, Cigar Lake Mining Corporation, Saskatoon
President/C.E.O., CAMECO Corporation, Saskatoon
Executive Director, Northern Division, Saskatchewan Education, LaRonge
MCT Micro Computer Training, Saskatoon
McKay Tech Inc., Saskatoon
Mitchinson Flying Service Ltd., Saskatoon
Multi-Tech College Saskatoon Ltd., Saskatoon
Saskatoon Business College Ltd., Saskatoon
Universal Career College, Saskatoon
Western Academy Broadcasting College Ltd., Saskatoon
Yvonne Yuen Design and Sewing School, Saskatoon
Registrar, College of Dental Surgeons of Saskatchewan, Saskatoon
Canadian Institute of Public Health Inspectors, Saskatchewan Branch, Saskatoon
Canadian Bar Association, Saskatchewan Branch, Saskatoon
Saskatchewan Institute of Agrologists, Saskatoon
Registrar, College of Physicians and Surgeons of Saskatchewan, Saskatoon
Saskatchewan Veterinary Medical Association, Saskatoon
President, Saskatchewan Ophthalmic Dispensers Association, Saskatoon
Executive Director, Denturist Society of Saskatchewan, Saskatoon
Registrar, Saskatoon Cancer Centre, Radiation Therapy Department, Saskatoon
Certified General Accounts Association of Saskatchewan, Saskatoon
Director, Canadian Congress of Learning Opportunities for Women, Saskatoon
President, Saskatchewan College of Physical Therapists, Saskatoon
President, Association of Dental Technicians of Saskatchewan, Saskatoon
Electrical Contractors Association, Saskatoon
Saskatchewan Veterinary Medicine, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon
Manager, Economic Development, City of Saskatoon, Saskatoon
Director, Human Resources, Northern Telecom, Saskatoon
Administrative Assistant, Develcon Electronics, Saskatoon
Executive Director, Mechanical Contractors Association of Saskatchewan, Saskatoon
President, AMOK Mining Ltd., Saskatoon
Executive Vice-President, Saskatchewan Real Estate Association, Saskatoon
Executive Director, Saskatoon Construction Association, Saskatoon
Saskatchewan Medical Association, Saskatoon
Director, Personnel, City of Saskatoon, Saskatoon
Retail Operations Manager, Saskatoon Co-operative Association Ltd., Saskatoon
Personnel Manager, Intercontinental Packers Ltd., Saskatoon
Mayor, City of Saskatoon, Saskatoon
President, Federated Co-operatives, Saskatoon
Personnel Officer, AMOK Mining Ltd., Saskatoon
Executive Director, Saskatchewan Medical Association, Saskatoon
President-Elect, Saskatoon Chamber of Commerce, Saskatoon
Executive Director, Saskatoon Chamber of Commerce, Saskatoon
Chief Operating Officer, SED Systems, Saskatoon
Chairman, President and C.E.O., Potash Corporation of Saskatchewan, Saskatoon

Vice-President, Bank of Nova Scotia, Saskatoon
General Manager, Saskatchewan Pork International, Saskatoon
Executive Director, YWCA, Saskatoon
Public Relations Director, Persephone Theatre, Saskatoon
President of the Board, Saskatoon Symphony Society, Saskatoon
Program Manager, Saskatchewan Abilities Council, Saskatoon
Vice-President, ADS/BDM Systems, Saskatoon
Director, Human Resources, SED Systems, Saskatoon
President, Saskatchewan Association of Architects, Saskatoon
Manager, Personnel, Bank of Nova Scotia, Saskatoon
Area Manager, United Grain Growers, Saskatoon
Director, Mendel Art Gallery, Saskatoon
General Manager, Saskatoon Symphony Society, Saskatoon
Executive Director, YMCA, Saskatoon
Chief Executive Officer, SARC, Saskatoon
Executive Director, SARC, Saskatoon
Provincial Co-ordinator, Saskatchewan Head Injury Association, Saskatoon
Junior Achievement of Saskatoon, Saskatoon
President, Learning Disabilities Association of Saskatchewan, Saskatoon
Adult Program Director, Public Legal Education Association of Saskatchewan, Saskatoon
Executive Director, Saskatchewan Association for Community Living, Saskatoon
Vice-President, Law Society, Saskatoon
President, Saskatchewan Indian Community College, Saskatoon
President, READ Saskatoon, Saskatoon
Executive Director, Public Legal Education Association of Saskatchewan, Saskatoon
President, Saskatchewan Federation of Home and School Associations, Saskatoon
Director, Indian and Metis Friendship Centre, Prince Albert
Aboriginal Women's Council, Prince Albert
Executive Director, YWCA, Prince Albert
Mayor, City of Prince Albert, Prince Albert
Director of Education, Carlton Comprehensive High School Board, Prince Albert
Director of Education, Northern Lights School Division #113, Prince Albert
Director of Education, Prince Albert School Division #3, Prince Albert
General Manager, Prince Albert Construction Association, Prince Albert
Operations Manager, Royal Bank of Canada, Prince Albert
Director of Post Secondary and Adult Programs, Saskatchewan Indian Technical Institute, Prince Albert
President, YWCA Board, Prince Albert
President, Prince Albert Multicultural Council, Prince Albert
Reeve, Prince Albert Rural Municipality #461
Director of Education, Prince Albert Catholic School Board, Prince Albert
Director of Education, Prince Albert Rural School Division #56, Prince Albert
Manager, Human Resources Division, Weyerhaeuser Canada Ltd., Prince Albert
General Manager, Prince Albert Credit Union Ltd., Prince Albert
President, Prince Albert Chamber of Commerce, Prince Albert
General Manager, Prince Albert Chamber of Commerce, Prince Albert
President, Saskatchewan Forestry Association, Big River

Administrator, Holy Family Hospital, Prince Albert
Mayor, City of Moose Jaw, Moose Jaw
Director of Personnel, City of Moose Jaw, Moose Jaw
District Board Chairperson, Thunder Creek School Division #78, Moose Jaw
Director of Education, Moose Jaw RCS Separate School Division #22, Moose Jaw
District Board Chairperson, Moose Jaw RCS School Division #22, Moose Jaw
Manager, Canadian Imperial Bank of Commerce, Moose Jaw
General Manager, Saskatchewan Forest Products, Prince Albert
Kawula Consulting Ltd., Prince Albert
President, Boyd Agencies Insurance, Prince Albert
Acting Director, Economic Development Commission, Moose Jaw
Superintendent of Education, Thunder Creek School Division #78, Moose Jaw
Director of Education, Moose Jaw Public School Board of Education, Moose Jaw
District Board Chairperson, Moose Jaw Public School Board of Education, Moose Jaw
President, Moose Jaw Chamber of Commerce, Moose Jaw
Manager, Personal Banking, Royal Bank of Canada, Moose Jaw
General Manager, Moose Jaw Credit Union, Administration Office, Moose Jaw
Manager, Sears Canada, Moose Jaw
Supervisor, Safety and Personnel, Kalium Chemicals, Regina
Manager, Toronto Dominion Bank, Moose Jaw
President, Board of Directors, YMCA/YWCA, Moose Jaw
President, Cosmo Senior Citizens, Moose Jaw
Artistique Beauty College and Professional Hair Studio 1990 Ltd., Moose Jaw
T. & H. Academies Career Training Centre, Moose Jaw
Plant Manager, Philips Cables Ltd., Moose Jaw
President, Canaday's Apparel Ltd., Moose Jaw
President, Moose Jaw Construction Association, Moose Jaw
Branch Manager, Inventronics Ltd., Moose Jaw
Executive Director, Moose Jaw Diversified Services for the Handicapped Inc., Moose Jaw
A/Executive Director, Moose Jaw Friendship Centre, Moose Jaw
Registrar/Treasurer, Saskatchewan Association of Chiropodists, Moose Jaw
Saskatchewan Health Record Association, Moose Jaw
Flander's Footcare Techniques, Esterhazy
South West Academy of Cosmetology, Swift Current
Western College of Business Inc., North Battleford
Zodiac The Electrolysis Training Centre, Clinic and Supplies Ltd., Humboldt
Hi-Tech School of Human Excellence Inc., Prince Albert
Executive Director, College Mathieu, Gravelbourg
Registrar, Saskatchewan Psychological Association, Weyburn
Reeves Business College, Lloydminster
Timeless Instruments, Tugaske
Yorkton Open Door Society Inc., Yorkton
Hospitality Management Institute, Prince Albert
P.A. Aviation Services Ltd., Prince Albert
Saskatchewan Dental Hygienist Association, Young

Regional Colleges Administration Questionnaire May 1992

Purpose of Study

The SIAST Committee of Review was established by the provincial government in February 1992 to report on the operation and activities of SIAST since its creation in 1988. One area the committee was asked to examine was SIAST's relationship with various major organizations and stakeholders. Regional Colleges are seen as one of the most important institutions with whom SIAST interacts.

The attached questionnaire asks a number of questions regarding your experiences and perception of the relationship your college has with SIAST.

Instructions

Most questions on the following pages can be answered by drawing a CIRCLE around the number beside the answer which most closely reflects how you feel about the question.

Example: How many communities are there in Saskatchewan?

1	-	200	1
201	-	400	2
401	-	600	3
601	+		4

There are no right/wrong answers. The questions ask for your thoughts, opinions and attitudes. People have different points of view and we would like to know yours about these questions. Please answer as thoughtfully and frankly as you can. Please do not write your name on the questionnaire.

It should take you about 15 minutes to complete the questionnaire. Your time and effort in participating in this study is appreciated. I hope you will find the questions interesting and thought provoking. **Please return this questionnaire in the enclosed self-addressed envelope by May 26, 1992.**

Thank you in advance for your co-operation. A summary of the results of this questionnaire will be available to you upon request.

Regional College Name _____

A. Background

My position with the Regional College is:

Chief Executive Officer	1
Senior Academic Officer (Responsible for Technical-Vocational)	2
Secretary/Treasurer	3
Programmer (Technical-Vocational)	4

B. SIAST/College Relationship

Please indicate the extent to which you agree or disagree with each of the following statements. Circle the number that comes closest to reflecting your response.

	Strongly Agree	Agree	Strongly Disagree	Disagree	Don't Know
1. SIAST has been able to provide the programs required by our college.	1	2	3	4	5
2. Your college has developed good working relationships with the SIAST campuses which provide you with programs.	1	2	3	4	5
3. When difficulties have arisen with programs, effective mechanisms exist for their resolution.	1	2	3	4	5
4. There are clear methods in place between SIAST and our college for the identification and delivery of courses.	1	2	3	4	5
5. The costs to the college for the delivery of SIAST full-time programs are reasonable.	1	2	3	4	5

6. The college should have greater control over selection and approval of facilities.	1	2	3	4	5
7. SIAST has shown flexibility in responding to the specific program needs of our college.	1	2	3	4	5
8. Generally, SIAST has not had any difficulty approving the facilities used for the delivery of programs/modules.	1	2	3	4	5
9. From a college administrative perspective, the on-side visits of SIAST program personnel contribute to improving the delivery of programs.	1	2	3	4	5
10. The costs to the college for the delivery of SIAST modules are reasonable.	1	2	3	4	5
11. The college should play a greater role in determining the qualifications needed for instructors.	1	2	3	4	5
12. SIAST provides the college with the necessary learning resource materials to support the delivery of programs/modules.	1	2	3	4	5
13. The fees charged by SIAST for the monitoring of SSEP programs need to be reviewed.	1	2	3	4	5
14. The fees charged by SIAST for the monitoring of CJS/ LFDA programs are appropriate.	1	2	3	4	5

15. The regional colleges should play a greater role in the decision-making process for the hiring of instructors.	1	2	3	4	5
16. The curriculum provided by SIAST generally are up-to-date in terms of the skills and understandings needed for graduates to secure employment.	1	2	3	4	5
17. The college has experienced little difficulty in resolving most problems relating to specific programs/modules.	1	2	3	4	5
18. The on-site visits of SIAST program personnel are seen by instructors to be helpful.	1	2	3	4	5

C. Strengths and Modifications

1. Please identify what you believe are the major strengths in your current relationship with SIAST for the delivery of credit related technical-vocational programs/modules.

2. **Please identify any modifications you would suggest to the relationship between your college and SIAST.**

3. **Are there any other suggestions or concerns you would care to make regarding your college's relationship with SIAST?**

SIAST Committee of Review Questionnaire Regional Colleges Technical-Vocational Instructor Questionnaire

May 1992

Purpose of Study

The SIAST Committee of Review was established by the provincial government in February 1992 to report on the operation and activities of SIAST since its creation in 1988. One area the committee was asked to examine was SIAST's relationship with various major organizations and stakeholders. Regional Colleges are seen as one of the most important institutions with whom SIAST interacts.

The attached questionnaire asks a number of questions regarding your experiences as a technical vocational instructor as well as perception of the relationship your college has with SIAST.

Instructions

Most questions on the following pages can be answered by drawing a CIRCLE around the number beside the answer which most closely reflects how you feel about the question.

Example: How many communities are there in Saskatchewan?

1 - 200	1
201 - 400	2
401 - 600	3
601 +	4

There are no right/wrong answers. The questions ask for your thoughts, opinions and attitudes. People have different points of view and we would like to know yours about these questions. Please answer as thoughtfully and frankly as you can. Please do not write your name on the questionnaire.

It should take you about 15 minutes to complete the questionnaire. Your time and effort in participating in this study is appreciated. I hope you will find the questions interesting and thought provoking. **Please return this questionnaire in the enclosed self-addressed envelope by May 26, 1992.**

Thank you in advance for your co-operation. A summary of the results of this questionnaire will be available to you upon request.

Instructor Questionnaire

A. Background

1. Please identify the college you are currently working for.

_____

2. Do you currently reside in this college region?

Yes	1
No	2

3. How many years have you taught SIAST credit relation technical-vocational programs or modules?

No. of years for this college	_____
At SIAST	_____
At other colleges	_____

4. How many SIAST credit related technical-vocational programs or modules have you instructed for this college? (Please circle the most appropriate number.)

Programs	0	1	2	3	4	5+
Part Time Modules	0	1	2	3	4	5+

5. How many students were enrolled at the beginning of your program or module? (Please circle the most appropriate number.)

	Program	Module
1 - 5	1	1
6 - 10	2	2
11 - 15	3	3
16 - 20	4	4
21 +	5	5

6. How often have SIAST program personnel met with you while you have been instructing your current program/module?

Have not met	1	Please move to Section B.
Once	2	Please move to Question 7.
Twice	3	Please move to Question 7.
Three or more times	4	Please move to Question 7.

7. If you met this year with SIAST personnel while they were at your college, what areas were discussed? How effective would you judge the meeting?

Areas Discussed

_____

_____

_____

_____

_____

_____

Effectiveness of Meeting

_____

_____

_____

_____

_____

_____

B. Course Experiences

I am currently instructing a

Program	1
Module	2

Please indicate the extent to which you agree or disagree with each of the following statements. Please respond to the following statements in terms of the program/module you are currently instructing. Circle the most appropriate number.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. SIAST provides curriculum outlines that are current and up-to-date in terms of the skills and understandings needed for graduates to secure employment.	1	2	3	4	5
2. SIAST provides the necessary resource materials needed to effectively deliver the program/module.	1	2	3	4	5
3. Resource people are available from SIAST to assist me in dealing with any problems I may encounter in instructing the program/module.	1	2	3	4	5
4. I have found the on-site visits of SIAST program personnel from the campuses to be beneficial.	1	2	3	4	5
5. Students in my courses have access to the counselling services they require to assist them in making career choices.	1	2	3	4	5
6. Students generally experience little difficulty in continuing the second year of their program at one of the SIAST campuses.	1	2	3	4	5

7. I have been given opportunities to provide directly to SIAST program personnel, feedback on the course/module I have been instructing. 1 2 3 4 5

8. When I have experienced problems or difficulties with a program/module, I know whom to approach at SIAST for assistance. 1 2 3 4 5

9. SIAST has allowed me to adapt the curriculum to meet the specific needs of my students. 1 2 3 4 5

10. My students have access to the learning resources they require in order to successfully complete the program. 1 2 3 4 5

11. What percentage of students would you estimate would not have been able to take this program if it were available only at one of the SIAST campuses.

0 - 25%	1
25 - 50%	2
51 - 75%	3
76 - 100%	4

C. Changes

1. What modifications or changes, if any, would you propose?

In your program:

In your relationship to SIAST:

2. Are there any other suggestions or concerns you would care to make regarding the working relationship between SIAST and your college?